Based on the concepts/ideas from Chapters 1 and 2 in the *Doing History* textbook discuss how your thematic unit will realize the following as discussed in these chapters:

1. **Interpretive**
   1. In this unit, students will be instructed to evaluate primary resources. For example, students will be shown photographs of Japanese-Americans before, during, and after internment and will be asked to interpret and analyze each one. Each picture will tell of the events from different perspectives. In addition, students will see a variety of literature both from the government and those interned and will discuss the reliability of each piece.
2. **Emphasis on narratives**
3. Within the unit, students will see timelines, diaries, letters, and videos produced at the time. We will examine the individual experience as well as the nation’s reactions and causal relations. The historical narrative will begin well before Pearl Harbor to include the history of Japanese immigration into America and will end at the present day.
4. **Not just about Politics**
   1. This unit will go beyond politics and the traditional perspectives of history. Events will be told from varying perspectives- government, military, average citizen, women, children, etc. - in order to see how certain events affected people in different ways.
5. **Purposeful**
   1. The overarching purpose of this unit is to provide students with a broader understanding of the fight for civil rights- beyond what is in the textbook. It touches on racial bias and prejudice, the justice system, presidential powers, and also empathy.
6. **In-Depth Learning**
   1. Through each lesson, students will be “doing history”- meaning, they will be collecting information, analyzing, interpreting, and explaining through a variety of tasks. Students will be researching and discussing aspects beyond memorizing dates and events but also determining significance and impacts.
7. **Disciplined Inquiry**
   1. In one of the main activities, students will be conducting research on a particular question or area of interest related to Japanese-American internment. They will learn how to find information, evaluate sources, and create an interpretive account. For example, students will investigate an internment camp and will be presenting the information they find to include location, experience, key events, structure, etc.
8. **Teacher Scaffolding**
   1. The teacher will be following the idea of apprenticeship- helping students develop the skills to engage in inquiry. The teacher will model procedures, use probing questions, provide feedback, and help students monitor their progress while supporting each one.
9. **Constructive Assessment**
   1. Student progress will be monitored through a variety of formal and informal measures to include in class small and large group discussions, teacher-student check-ins, graphic organizers, observations, presentations, and written reports. In addition, students will be given choices when possible in order to capitalize on their personal strengths.